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ABSTRACT

The first-year evaluation of a two-way Spanish/English bilingual education program at two Austin (Texas) elementary schools is presented. The developmental program has as its objectives the development of students' oral proficiency in Spanish and English, development of grade-level appropriate literacy in both languages, increase in academic achievement in reading, language, and mathematics, and changed attitudes toward bilingualism among students, parents, community, and staff. Baseline data were collected during the 1995-96 school year on the first cohort of 600 students in grades pre-K through 3. The report details program characteristics, the student population, baseline data corresponding to each of the objectives, and additional program services and policies. The latter include staff training and opportunities, parent outreach efforts, the parent advisory council, policy concerning parent refusals, development and administration of bilingual attitudinal questionnaires, a teacher professional survey, and project management findings. Long-term evaluation plans and project recommendations based on the first-year survey are also included. Contains 22 references and 16 tables. (MSE)

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Sanchez and Metz Elementary Schools

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Title VII First-Year Evaluation Report, 1995-96

Austin Independent School District
Office of Program Evaluation
Department of Accountability, Student Services and Reseach

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Title VII Dual Language Project, 1995-96 Final Report

Executive Summary

Austin Independent School District
Office of Program Evaluation

Authors: Harishini M. Ernest, Rosa Maria Gonzalez

Program Description

In 1995-96, AISD received a five-year Title VII Part A grant to implement a program of Developmental Bilingual Education (DBE) at two elementary schools, Metz and Sánchez. Both schools have a large percentage (over 25%) of limited-English proficient (LEP) students.

The DBE program requires dual language (two-way) instruction in English and a second language, in this case, Spanish, while mastering subject matter skills and meeting grade promotion requirements. The DBE contrasts with the Transitional Bilingual Education programs (TBE), which require instruction in English and the non-English native language, with a gradual transition to English-only instruction.

The DBE program funded in AISD is titled "The Dual Language Project : Dos Idiomas, Un Mundo." The sister schools, Metz and Sánchez, both implement schoolwide Title I programs and are actively involved in systemic reform. Sánchez practices inclusion for special education and gifted students; Metz uses a resource teacher for these same groups along with content mastery.

The main goals of the Title VII Dual Language Project (DLP) are the following:

- Develop student oral proficiencies in English and Spanish;
- Develop student grade-level appropriate literacy in English and Spanish;
- Increase student academic achievement levels in reading, language and mathematics; and
- Change the attitudes toward bilingualism of the students, parents, community, and staff.

Baseline data was collected in the 1995-96 academic year on Cohort 1, the 600 DLP students at Metz and Sánchez in grades pre-K through 3, who will receive four years of dual language instruction. However, all students at both Metz and Sánchez schools, a total of 967 students (including Cohort 1) are involved in the DLP. The Campus Improvement Plan (CIP) at Sanchez incorporates all the major goals of the DLP grant. Likewise, Metz's bilingual, literacy, mathematics, and parent involvement cadres have incorporated many of the goals of the Dual Language Project in their CIP. In addition, all training and resource materials purchased for both schools are available for the entire school and are not limited to the cohorts who receive the dual language instruction.

Finally, the Title VII Dual Language Project was funded for its first year during the fall of 1995 for the sum of $250,000. The project anticipates being funded at the same level for the subsequent four years of the project.

Major Findings

1. Baseline data indicate that prekindergarten DLP students are above District-average in the PPVT-R pre- and posttest scores and in the PPVT-R gains made (page 26).

2. Baseline PRE-LAS scores for pre-K and K students indicate that 56% are at PRE-LAS level 4 and 5, i.e., fluent speakers of English, and 16% are at Spanish PRE-LAS level 4 and 5, i.e. , fluent speakers of Spanish. However, 17% are at English PRE-LAS level 1, i.e., nonspeakers of English and 72% are at Spanish PRE-LAS level, i.e., nonspeakers of Spanish (page 18).

3. Baseline LAS scores for grades 1-3 indicate that 70% of the DLP students are at English LAS level 4 and 5, i.e., fluent speakers of English, and 10% are at Spanish LAS levels 4 and 5, i.e., fluent speakers of Spanish. However, 6% are at LAS level 1, i.e., nonnspeakers of English, while 77% are at Spanish LAS level 1, i.e., nonspeakers of Spanish (page 19).

4. Baseline ITBS grade equivalents (GEs) for DLP students in grade 3 indicate that students are slightly below grade level with a composite GE of 2.6 (page 21).

5. Ninety-two percent (92%) of DLP students at grade 4 who took the English TAAS Written Composition met minimum expectations (page 27).

6. The DLP has invested heavily in special curriculum, technology training, and computer software to improve the instructional program for all DLP students (pages 6, 9-11, 29).

7. Parental involvement in the implementation of the DLP is high, as evidenced by participation in community-wide meetings and in the Parent Advisory Council (PAC) (pages 8, 29-30).

Budget Implications

Mandate: Required by external funding agent.
Funding Amount: $250,000
Funding Source: Federal. Public Law 100-27 of April 1988.

The DLP funding has been renewed for the 1996-97 school year.

Implications

Continued implementation and evaluation of the Dual Language Project is important if the District is to realize its goal of better serving the increased number of LEP students entering the District by providing a dual language instructional program. The DLP also reinforces the District's goals of increasing academic performance in reading, language, and mathematics in English and Spanish and of developing grade-level student literacy.

A copy of the full report for which this is the Executive Summary is available as Publication Number 95.05 from the Austin Independent School District Office of Program Evaluation 1111 West 6th Street Austin, Texas 78703-5399 (512) 414-1724

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MANAGEMENT RESPONSE TO EVALUATION REPORT

Recommendation	Response
TESTING RECOMMENDATIONS	
1. Streamline the transfer of test data (such as the PRE-LAS and LAS test results) from the DLP staff to the evaluation consultant, such that the data is readily accessible. Problems with differing platforms, versions, and spreadsheet software have impeded the first transfer.	Contact has been made with the Assistant Director of Applications Programming, through the Sánchez Technology Specialist, to set up the proper authorization and training for the Project Secretary on the use of the District mainframe. This will enable the Project Secretary to input test data directly into mainframe files.
2. Hold test instrument orientation sessions closer to the commencement of testing to ensure inter- and intrarater reliability for the following: a) LAS/PRE-LAS- English and Spanish versions, b) ITBS for grades 1, 2, and 4, and c) La Prueba for grades 1-4.	This is not applicable since the orientation sessions for LAS/PRELAS were held only one working day prior to the beginning of testing. The ITBS and La Prueba test orientation will be held the week prior to testing while observing all test security requirements.
3. Hire non-District testers to help the DLP project specialist and resource teachers with the PRE-LAS and LAS testing to shorten the testing window from three weeks to ten days.	Part-time hourly testers who have previously worked with the District's Systemwide Testing office will be hired by the DLP to administer both the PRELAS and LAS at Sánchez and Metz for August 1996.
4. PPVT-R/TVIP be administered by project-funded staff to a larger sample or <u>all</u> the <u>pre-K</u> students, not simply a random sample. For the academic year 1995-96, the random sample of DLP students who took both PPVT-R and TVIP tests and had viable pre- and posttest scores was a mere 28 students.	We feel that project's PRELAS testing fills the needs of evaluating the academic achievement of the pre-K and K students since most of the student learning is oral in nature. The random District-level testing on PPVT/TVIP provides enough additional information to use with test results from the PRELAS to secure information on student achievement gains in a year-by-year comparison. Almost all children are administered the PPVT and/or TVIP. The 28 students reported only indicate those children who had been in attendance during both testing periods. The mobility of pre-K students reduces the number of those who will take both pre- and posttests.

Recommendation	Response
5. Evaluate the PPVT-R/TVIP results of K students also. The PPVT-R/TVIP, which can be used as a measure of academic achievement, is administered by Title I evaluation to a small sample of K students (even less than the pre-K random sample). If the DLP decides to administer the PPVT-R/TVIP to a larger random sample or all the K students, evaluation of the academic achievement of the K students would be an indicator of gains made from pre-K to K.	The testing done by the District Title I evaluators provides a certain amount of achievement data for the students in K. Since language acquisition requires a minimum of five to seven years, we feel the indication of gains made from pre-K to K would be too small to measure effectively.
6. Take the evaluation of student writing out of the federal grant proposal because evaluating student gains in writing at each grade level is time-consuming, labor-intensive, and paperwork-demanding. Alternatively, recommend that formal evaluation of writing proficiency, as mandated by the current grant proposal, could be accomplished through TAAS. Informal evaluation could be accomplished by developing appropriate rubrics to evaluate student writing and by records kept by the DLP staff.	We are in agreement that evaluation of student writing be limited to that provided through state TAAS assessment at fourth grade or be taken out of the federal grant proposal for the reasons stated. Informal evaluation will not be pursued at this time for the Sánchez/Metz schoolwide program. Although both campuses are committed to the improvement of writing for all children, the time involved in developing a site-based writing evaluation would detract from our progress in implementing the project's innovative dual language curriculum.
PROGRAM RECOMMENDATIONS	
7. Reassess the scope of the evaluation because the original grant proposal calls for a full-scale evaluation which is not matched by the evaluation funds available.	The assistance received from the Office of Program Evaluation has been extremely valuable to the project personnel in setting up a well-developed evaluation plan, student database and in answering innumerable questions relating to our project. We believe this extensive assistance will not be required to prepare data necessary for program evaluation for the coming year because of the excellent ground-work done currently. Further, the grant budget has been amended to provide $1,600 more per year for the cost of evaluation services.

Recommendation	Response
8. Teachers at both schools who are interested in technology training (Internet access etc.) should be provided substitutes to increase staff attendance at training sessions.	The District has embarked on an ambitious program of technology training for all teachers in the district. Both Sánchez and Metz will be sending teacher cadres to District level training to be certified in various technological competencies. Therefore, our project goals will be supported through local efforts by the end of the grant period.
9. Hire a coder, paid by grant funds, to input PRE-LAS and LAS data into the mainframe to facilitate analysis of student gains from year to year. The mainframe file has already been created. - LAS/PRE-LAS English version produces 1,200 items (raw scores + LAS/PRE-LAS level), - LAS/PRE-LAS Spanish version produces 1,200 items (raw score + LAS/PRE-LAS level), - Total items to be input = approximately 2,400 (this is for grades PK-3) for 1995-96.	As our response to testing recommendation (item 1) states, the project secretary will be securing authorization and training to input information directly into the mainframe to facilitate analysis of yearly test data.
STAFF RECOMMENDATIONS	
10. There should be more meetings, both formal and informal, on curriculum development, technology training, etc. between the Metz and Sánchez staff to encourage more dialogue, at each grade level, between the schools.	We will use a portion of each regularly scheduled training session to highlight or share important instructional innovations or activities from one teacher or grade-level representative. Time during faculty meetings will also be set aside to comment on the progress made toward objectives of the project. Teleconferencing and in-school e-mail will provide a new venue for sharing information among teachers in each school and between both school sites as soon as the Districtwide computer network is completed.
11. The 28 member Parent Advisory Council (PAC) should be divided into subcommittees such that meetings are more participatory, and PAC responsibilities are allocated equally.	We believe the PAC will develop interests in various areas as they become more involved in the work of the council and the development of subcommittees will come from that. We will be identifying certain aspects of the project to the PAC during quarterly meetings and at our community-wide meetings.

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TITLE VII DUAL LANGUAGE PROJECT, 1995-96
EVALUATION REPORT

INTRODUCTION

BACKGROUND

Under Public Law 100-27, signed in April 1988, six types of elementary and secondary bilingual education were authorized including:

i) Transitional bilingual education programs which provide structured language instruction in English and a Language Other Than English (LOTE) with the intention of encouraging English competency and then transitioning the student to English-only instruction, and

ii) Developmental bilingual education (also called two-way, dual language, bilingual immersion, or maintenance) programs which provide structured language instruction in English and the student's LOTE, with the intention of developing competency in both languages (Lam 1992: 181).

In October of 1995, AISD was awarded U.S. Department of Education Title VII (Part A) funds to create a developmental bilingual education program. The funded program, named the "Title VII Dual Language Project (DLP): Dos Idiomas, Un Mundo," served two elementary schools, Metz and Sánchez, based in neighborhoods with over 95% Hispanic and mainly low-income populations.

Title I and the Dual Language Project

Title I is a federally funded compensatory education program which provides services for educationally disadvantaged students. A school which has a concentration of 60% or more of low-income students is eligible to become a schoolwide project for Title I. Since Metz had 90% and Sánchez had 88% of its students classified as low-income students, each school was assigned Title I status and became a schoolwide project. Both schools were thus allowed to use their funds for all their students, regardless of student achievement status.

Limited-English Proficiency (LEP) Students and the Dual Language Project

Both Metz and Sánchez have over 25% of students classified as limited English proficiency (LEP) students. AISD has experienced a steady increase in the percentage of LEP students making up the District's population. In 1994-95, LEP students comprised 12.6% of the District's students (compared to 7.7% in 1987-88). However, LEP students comprise over half of the new students arriving in AISD. Thus, the LEP population represents an important group whose needs have to be addressed.

To determine if a student is LEP, a Home Language Survey (HLS) is administered. If the survey indicates that a language other than English is used in the home, then an English oral language test (the IDEA Oral Language Proficiency Test) is used to assess the student's English oral proficiency.[1] If the results of the IDEA show limited or non-speaker status in English, the student is classified LEP. If, at grades two and above, the student exhibits oral proficiency in English, the student may still be considered LEP if his or her reading or language ITBS scores are below the 40th percentile. Hence, one of the goals of the Dual Language Project is to move the students from limited English proficiency status to proficiency in both English and Spanish over a period of four years.

Year-Round Education (YRE) and the Dual Language Project

Metz and Sánchez are among the twelve elementary schools that participate in the year-round education (YRE) calendar. With the year-round school calendar, the school year follows an approximately 60/20 schedule (60 days in school and 20 days out), as compared to the regular calendar year of nine months of school with three months of summer vacation. When developing the testing plan and evaluation plan, the evaluation team were mindful that testing schedules and program implementation were different for schools that follow the YRE calendar.

With the implementation of the Title VII grant, Metz and Sánchez will be funded by both Title VII and Title I. To avoid unnecessary duplication, some of the baseline data will be obtained from evaluations conducted by the Title I program.

The two schools are moving toward systemic reform and are schoolwide Title I programs. Site-based management and parent involvement at utilized at all phases of planning and implementation. Sánchez practices inclusion for both the special education and the gifted students. Metz uses the resource teacher for these two groups and teaches content mastery.

In 1995-96, the first year of funding, 600 students (Cohort 1) were served by the Title VII Dual Language Project. Cohort 1 refers to the students who were in prekindergarten to grade three during the 1995-96 school year at Sánchez and Metz Schools who will receive dual language instruction for the longest period of time, until academic year 1999-2000.

Thus, the five-year federal grant will produce five cohorts, one for each year of funding. Cohort 1 commenced in academic year 1995-96 and these students will be in the program for the full five years of funding until 1999-2000. Cohort 2 will consist of the pre-K and new students entering the DLP in academic year 1996-97; these students will experience dual language instruction for four years until 1999-2000. Cohort 3 will include the pre-K and new students entering the program in 1997-98; these students will experience three years of dual language instruction. Cohort 4 will consist of pre-K and

[1]The DLP chose not to use the IDEA for evaluation purposes because a) it is currently used by the District for LEP identification, and b) the IDEA scores do not transfer into a numerical quotient; IDEA assigns alphabetic levels (A through E) not numbers. The acronym IDEA stands for Individual Diagnostic English Assessment.

new students who enter the DLP in academic year 1998-99; this cohort will experience two years of dual language instruction. Finally, Cohort 5 will consist of pre-K and new students who enter the DLP in 1999-2000; these students will only experience one year of dual language instruction. The testing plan which is available from the Office of Program Evaluation provides further clarification on the five cohorts.

EVALUATION OVERVIEW

The grant awarded to AISD by the U.S. Department of Education specifies that an independent evaluation be conducted to determine the effectiveness of the District's Title VII DLP. Since this is the first year of funding, the emphasis of the 1995-96 AISD evaluation report was on developing an effective evaluation plan for the five-year funding cycle and on the collection of baseline data.

In 1995-96, the evaluation focused on the following main question:

- **Should AISD continue to support and/or expand Spanish/English Dual Language Instruction?**

Evaluation data was collected and analyzed from a gamut of sources.

- The Student Master File (SMF) provided information on the DLP students' grade level, age, sex, ethnicity, school history, and parental income.
- The LANG File provided information on the LEP status, home language, language dominance, and program entry date.
- The DLP-LAS file provided information on the PRE-LAS and LAS level and the raw score the student achieved with the PRE-LAS and LAS Oral Proficiency Test - Short Form, English and Spanish versions.
- The Title I PPVT-R/TVIP file provided mean grade equivalent (GE) achievement gains on the sampled DLP prekindergarten students in English and Spanish.
- The ITBS File provided information on the grade equivalent, national percentile rank score, and number of correct items on the reading, language, and mathematics ITBS skill batteries given to the DLP students.
- A & E's GENeric Evaluation SYStem (GENESYS) supplied demographic and achievement information on the DLP students.[2] For the next evaluation (1996-97), GENESYS will also provide progress information on the DLP students.
- The DLP Project Specialist was interviewed to assess the project management and implementation of the DLP.

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[2]GENESYS is a custom-designed computer program software package written using Statistical Analysis System (SAS) language which runs on an IBM mainframe and is designed to gather outcome information from centrally maintained files on programs of interest. GENESYS helps to ease and streamline data collection and evaluation for a wide variety of projects (Gonzalez 1995:4. Wilkinson & Gonzalez 1995:3).

- Professional staff surveys were distributed and completed to assess the staff academic preparation and expertise in the teaching methodology to be used in the DLP.
- Bilingual attitudinal questionnaires (preliminary version) were administered to the parents to assess their perception about participating in the DLP and about being bilingual.
- The DLP Project Specialist's Performance Report, 1995-96 for the Office of Bilingual Education and Minority Language Affairs (OBEMLA) was also used as a reference.

1995-96 BUDGET

The total budget for the Dual Language Project for the school year 1995-96 was $250,000. The project anticipates being funded at the same level for the subsequent four project years. In 1995-96, the funds provided for a project specialist; two resource teachers; a project secretary; an independent evaluation consultant; multilevel educational materials; educational assessment materials; computer software, Internet access and upgrades for computers; project-related conferences and travel fees; and ongoing staff development and training materials at the two program sites.

TABLE 1
BUDGET FOR THE DUAL LANGUAGE PROJECT, 1995-96

BUDGET COMPONENT	AMOUNT
Administration & Coordination Salaries	$121,412
Consultant Services/Staff Development	17,000
Evaluation	3,400
Computer Software	8,000
Reading Materials & Other Educational Supplies	70,080
Parent Supplies & Administrative Supplies	9,000
Assessment/Testing Materials	5,000
Travel & Conference Registration	9,600
Indirect Costs	6,508
TOTAL BUDGET	**$250,000**

The cost per student was calculated in two ways. The first calculation divided the cost of the program for year one with the number of students in Cohort 1, that is, the students who will be longest in and most affected by the program, in both schools. This gave a cost of $417 per project student for academic year 1995-96.

$250,000 (budget) / 600 students = $417

The second calculation divided the program cost for year one with the total number of students who are either directly and indirectly involved in the Dual Language Project at both schools. This gave a cost of $259 per project student for academic year 1995-96.

$250,000 (budget) / 967 students[3] = $259

The two resource teachers were hired in December 1995 and project specialist, project secretary, and independent evaluation consultant shortly after, in January 1996. Because of the delay in receiving federal funding, the Dual Language Project, the purchase of educational supplies, computer software, and assessment materials was largely accomplished from February through May 1996.

The first resource teacher position is funded by the project. The second resource teacher position is funded 60% by the grant and 40% by local funds. For the 1996-97 school year, the second resource teacher position will be totally supported through local funds.

In a similar manner, the DLP grant money funded 58% of the evaluation consultant's position and local funds paid for the other 42%. In addition, local funds paid for materials and supplies used by the evaluation consultant and for the cost of printing the final evaluation report required by federal regulations.

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[3]Figures based on membership at the end of the last six weeks of school, June 1996, at Metz (491 students) and Sánchez (476 students) schools. Membership is the number of students enrolled.

PROGRAM DESCRIPTION

The Dual Language Project was the result of the impetus from parents, community members and campus administrators at Metz and Sánchez Schools, two elementary schools in East Austin. The parents wanted a commitment from the schools to develop an enrichment model of dual language instruction, in English and Spanish, for their children.

The parents from both schools were substantially involved in the development of the grant, including the search for the grant writer. Several community-wide meetings were held in 1994-95 to brainstorm for the grant objectives, and when the grant writer was chosen, to give feedback on the grant proposal.[4] Prior to submission of the grant application, teachers were canvassed about their interest in a Dual Language Project and were asked to make a commitment to support the project. All teachers at Metz and Sánchez are involved in the DLP.

The Dual Language Project's goal is to offer instruction in English and Spanish to its program students. The dual language instruction will serve students in grades prekindergarten through grade four for the school year, 1996-97. Each year another grade will be added to the program. Thus, by the school year 1999-2000, grades prekindergarten though six will be participating in the dual language instructional program of the DLP, i.e., dual language instruction will be schoolwide.

A clarification has to be made, however. Though Cohort 1 involves students in grades prekindergarten to three at Sánchez and Metz, both schools are involved in the schoolwide Dual Language Project since at Sánchez the Campus Improvement Plan (CIP) for 1996-97 incorporates all the major goals of the Dual Language Project grant. Likewise, Metz's bilingual, literacy, math, and parent involvement cadres have also incorporated many of the goals of the DLP in their CIP. In addition, all training offered and resource materials purchased for both schools are available not just for the cohorts who receive the dual language instruction (in academic year 1996-97, grades pre-K to 4), but for the whole school.

With dual language instruction, a balance has to be established between instruction in the first, home, or primary language of the student (the L1) and the target language or second language (the L2) to be learned by the student. Most successful dual language programs follow either the 50/50 model or the 90/10 model. With the 50/50 model, students receive instruction for equal amount of time in the L1 and the L2. The other successful model is the 90/10 model. That is, the distribution of instruction time begins with 90% of instruction time in the L1 and 10% in the L2 in grades kindergarten and one, and increases to 50% in the L1 and 50% in the L2 in grades four through six. The 90/10 model is the language development model the DLP has chosen to follow.

For some of the students, the L1 will be English and the L2 Spanish. These students are termed 'language majority students.' For others, the languages will be vice versa; the L1 will be Spanish and the L2 English. These students are termed 'language minority students.'

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[4]The grant writer chosen was Stephen F. Jackson and Associates.

Table 2 illustrates the percentage of L1 and L2 instruction at each grade level for the DLP.

TABLE 2
DLP LANGUAGE INSTRUCTION MODEL BY GRADE

GRADE LEVEL	PERCENT OF INSTRUCTION IN L1	PERCENT OF INSTRUCTION IN L2
Pre-K, K, First	90%	10%
Second	85%	15%
Third	80%	20%
Fourth-Fifth	60%	40%
Sixth	50%	50%

The instructional curriculum is based on state and local guidelines. The curriculum the students receive in the DLP is equivalent to that received by the students in the same grade at other AISD schools. The schedules were developed such that all academic subjects are taught using materials appropriate for that grade level, but also appropriate for both the language minority and the language majority student.

While the emphasis of the Dual Language Project will be on dual language development, the instructional program to facilitate that will be based on four main components:

1. A Developmentally Appropriate Program for Teaching (ADAPTA),
2. Finding Out/Descubrimiento (FO/D),
3. Alma Flor Ada's Creative Reading, and
4. Technology Training and Computer Access.

1. A Developmentally Appropriate Program for Teaching (ADAPTA).

This approach incorporates whole language strategies with Montessori methods. Montessori literacy activities include playing vocabulary games such as *I Spy* for phonetic awareness; using tactile letters (sandpaper letters) for sound-symbol connection; developing personal word banks; matching labels to objects and/or pictures, and so on.

The Montessori method introduces writing before reading and allows students to compose their own words and phrases before they can write with a pencil. In preparation for writing, the students participate in activities that develop hand-eye coordination. Montessori methodology will be used to teach language, math (including geometry), geography, social studies, art, and science.

2. Finding Out/Descubrimiento (FO/D)

This is a dual language science/math program based on Dr. Ed De Avila's research on neo-Piagetian development that uses cooperative learning for hands-on problem solving. FO/D is based on fifteen years of research at Stanford's Center for Complex Instruction. FO/D is appropriate for the DLP since it is an integrated educational approach for the instruction of students from diverse cultural, academic, and linguistic backgrounds.

FO/D utilizes manipulatives for discovery-based learning where the students conduct the math/science experiments and try to answer research questions they have posed.

3. Alma Flor Ada's Creative Reading

Creative Reading is a literature-based, thematic unit approach pioneered by Alma Flor Ada with Spanish children's stories. With Ada's Creative Reading approach, the students and their parents create classroom books written about subjects familiar to the student: themselves, their family and extended family, and the community. Creative Reading has a four-phase approach which includes a) descriptive, b) personal interpretative, c) critical multicultural, and d) creative with questioning strategies. Each phase has activities appropriate to it.

4. Technology Training and Computer Access.

Technology training and computer access, the fourth subsidiary component of the Dual Language Project, provides students greater access to computers and develops computer-literacy skills at all grade levels.

The technology training and computer access enables the student to integrate the computer with other DLP instructional components, namely, ADAPTA, FO/D, and Creative Reading. Examples of this integration include setting up personal word banks on the computer for ADAPTA, researching information on mathematics and science using software or the Internet for FO/D, and creating classroom books using simple wordprocessing software with Ada's Creative Reading.

Both schools have computer laboratories and are setup with Macintosh hardware and many educational software programs. In addition, each classroom has one or two computers with CD-ROM capabilities for student access.

In Spring 1996, three staff members from both schools attended the annual conference of the Texas Computer Association held in Austin in order to review available educational software. Subsequently, "the technology staff at Sánchez and the grade level representatives on the technology committee at Metz identified grade-appropriate instructional software in both languages" which have been ordered for the 1995-96 academic year (Munn 1996: 7). Teachers gave careful consideration to the need for software that would reinforce first and second learning and would enable students

to improve written interaction in both languages. Some software was also selected that would serve developmental (remedial) instructional purposes.

TENET[5] training was conducted at both schools by trained instructors from the District's Professional Development Academy. TENET, which stands for the Texas Education Network, "provides a transparent communications infrastructure which can be used to foster innovation and educational excellence in Texas" (Kothmann et al, 1995: v). TENET provides educators and administrators access to electronic mail, news and conferences, Internet resources, and specialized information services.

Teachers at both schools are encouraged to access TENET accounts. All teachers at Sánchez have slip access and e-mail addresses. (The Staff Training section, listed under Services, offers more information on technology training).

[5]TENET was developed through the collaborative efforts of the Department of Information Resources, the Texas Education Agency, and the University of Texas.

DESCRIPTION OF THE DUAL LANGUAGE PROJECT POPULATION

STUDENT CHARACTERISTICS

In the 1995-96 school year, baseline data was collected on 600 dual language project students (Cohort 1); 308 were enrolled at Metz Elementary School and 292 at Sánchez Elementary School. Note that the distribution of the DLP students at the sister schools is almost 50:50.

Table 3 gives the number and percentage of students at grade levels kindergarten through three at the sister schools.

At Metz, 15% (N = 45) were in prekindergarten, 22% (N = 69) were in kindergarten, 21% (N = 65) were in first grade, 21% (N = 63) were in second grade, and 21% (N = 66) were in third grade.

At Sánchez school, 17% (N = 50) were in prekindergarten, 18% (N = 54) were in kindergarten, 21% (N = 62) were in first grade, 22% (N = 64) were in second grade, and 21% (N = 62) were in third grade.

TABLE 3
NUMBER AND PERCENTAGE OF DLP STUDENTS BY GRADE LEVEL AND SCHOOL, 1995-96

GRADE	METZ ELEMENTARY		SANCHEZ ELEMENTARY		DLP TOTALS	
	No. of students	Percent	No. of students	Percent	No. of students	Percent
Pre-K	45	15%	50	17%	95	16%
K	69	22%	54	19%	123	21%
First	65	21%	62	21%	127	21%
Second	63	21%	64	22%	127	21%
Third	66	21%	62	21%	128	21%
TOTAL	**308**	**100%**	**292**	**100%**	**600**	**100%**

Table 4 illustrates the gender distribution of the DLP students by school. At Metz school, 46% (N = 142) were male and 54% (N = 166) were female. At Sánchez school, 50% (N = 146) were male and 50% (N = 146) were female. Overall, the gender distribution of the DLP student population is 48% (N = 288) male and 52% (N = 312) female.

TABLE 4
GENDER DISTRIBUTION OF DLP STUDENTS BY SCHOOL, 1995-96

GENDER	METZ ELEMENTARY		SANCHEZ ELEMENTARY		DLP TOTALS	
	No. of students	Percent	No. of students	Percent	No. of students	Percent
Males	142	46%	146	50%	288	48%
Females	166	54%	146	50%	312	52%
TOTAL	**308**	**100%**	**292**	**100%**	**600**	**100%**

Table 5 gives a breakdown of the ethnicity of the DLP students at the sister schools. Of the 600 students in Cohort 1, 96% are Hispanic, 2% are White/Other, less than 1% are Native American, and less than 1% are African American. There are no students of Asian American ethnicity enrolled in Cohort 1 of the DLP.

TABLE 5
NUMBER AND PERCENTAGE ETHNICITY OF DLP STUDENTS SERVED BY SCHOOL, 1995-96

ETHNICITY	METZ ELEMENTARY		SANCHEZ ELEMENTARY		DLP TOTALS	
	No. of students	Percent	No. of students	Pecent	No. of students	Percent
Hispanic	295	96%	283	97%	578	96%
African-American	7	2%	2	< 1%	9	< 1%
White/Other	3	1%	7	2%	10	2%
Native American	3	1%	0	0%	3	< 1%
Asian American	0	0%	0	0%	0	0%
TOTAL	**308**	**100%**	**302**	**100%**	**600**	**100%**

While the overwhelming majority of the students are Hispanic, note that many students who list their ethnicity as Hispanic, do not have any fluency in Spanish or choose to indicate in the Home Language Survey that they are either English monolingual or English dominant. See Table 6 and 7 below for further clarification. The alphabetical levels (in column two) are assigned to LEP students based on their scores on the IDEA oral proficiency test.

TABLE 6
LANGUAGE DOMINANCE OF THE LEP STUDENTS IN THE DLP BY SCHOOL, 1995-96

LANGUAGE DOMINANCE	LEVEL	METZ ELEMENTARY		SANCHEZ ELEMENTARY		DLP TOTALS	
		No. of students	Percent	No. of students	Percent	No. of students	Percent
Monolingual LOTE*	A	40	48%	39	48%	79	48%
Dominant LOTE	B	25	30%	24	29%	49	30%
Bilingual	C	0	0%	4	5%	4	2%
Dominant English	D	18	22%	15	18%	33	20%
TOTAL	–	**83**	**100%**	**82**	**100%**	**165**	**100%**

*LOTE = Language Other Than English

Table 7 compares the number of LEP students with the number of non-LEP students in the DLP.

TABLE 7
COMPARISONS OF THE NUMBER OF LEP STUDENTS WITH NON-LEP STUDENTS IN THE DLP, 1995-96

LANGUAGE DOMINANCE	LEVEL	METZ ELEMENTARY		SANCHEZ ELEMENTARY		DLP TOTALS	
		No. of students	Percent	No. of students	Percent	No. of students	Percent
LEP Students	A,B,C,D	83	27%	82	28%	165	28%
Monolingual English (Non-LEP Students)	E	225	73%	210	72%	435	72%
TOTAL	–	**308**	**100%**	**292**	**100%**	**600**	**100%**

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BASELINE DATA AND FINDINGS

In order to understand the testing plan developed and the decisions made regarding what baseline data to collect, it is necessary to review the Dual Language Project's goals.

The main goals of the Title VII Dual Language Project are the following:

- Goal 1 - Develop student oral proficiencies in English and Spanish;
- Goal 2 - Develop student grade-level appropriate literacy in English and Spanish;
- Goal 3 - Increase student academic achievement levels in reading, language and mathematics;
- Goal 4 - Change the attitudes toward bilingualism of the students, parents, community, and staff.

One of the roles of the evaluation plan developed was to assess if the Dual Language Project was effectively fulfilling the above four goals, as set forth in the federal grant proposal.

ORAL LANGUAGE PROFICIENCY- ENGLISH AND SPANISH

Language Assessment Scales (LAS)
PRE-LAS and LAS - Short Form

The Language Assessment Scales (LAS) is "a comprehensive system designed to provide complete information about a student's language proficiency. The LAS consists of two major tests batteries: the Language Assessment Scales - Oral (LAS-O), which measures listening and speaking, and the Language Assessment Scales - Reading/Writing (LAS - R/W), which measures reading and writing skills in English" (De Avila & Duncan, 1994: 1). The LAS - O, itself, comes in two forms, Short and Long. The DLP chose to administer the Short form of the LAS - O and PRE-LAS - O. Henceforth, any reference to the PRE-LAS or LAS will refer solely to the Oral test battery, Short Form. The PRE-LAS and LAS are available in both English and Spanish versions (De Avila & Duncan, 1987; Duncan & De Avila, 1986).

The PRE-LAS was administered, in English and Spanish, to all students in grades pre-K and K.
The LAS was administered, in English and Spanish, to all students in grades 1-3.

New students who enter the DLP at all grade levels, including the new students who enter at pre-K and K (and form the next cohort), will be given the PRE-LAS or LAS in both English and Spanish within 20 class days of program entry.

The LAS scores of the students will determine when they take the academic achievement assessments. Since the LAS scores are crucial in determining the students' readiness for academic achievement assessment, the LAS levels must be reviewed in detail.

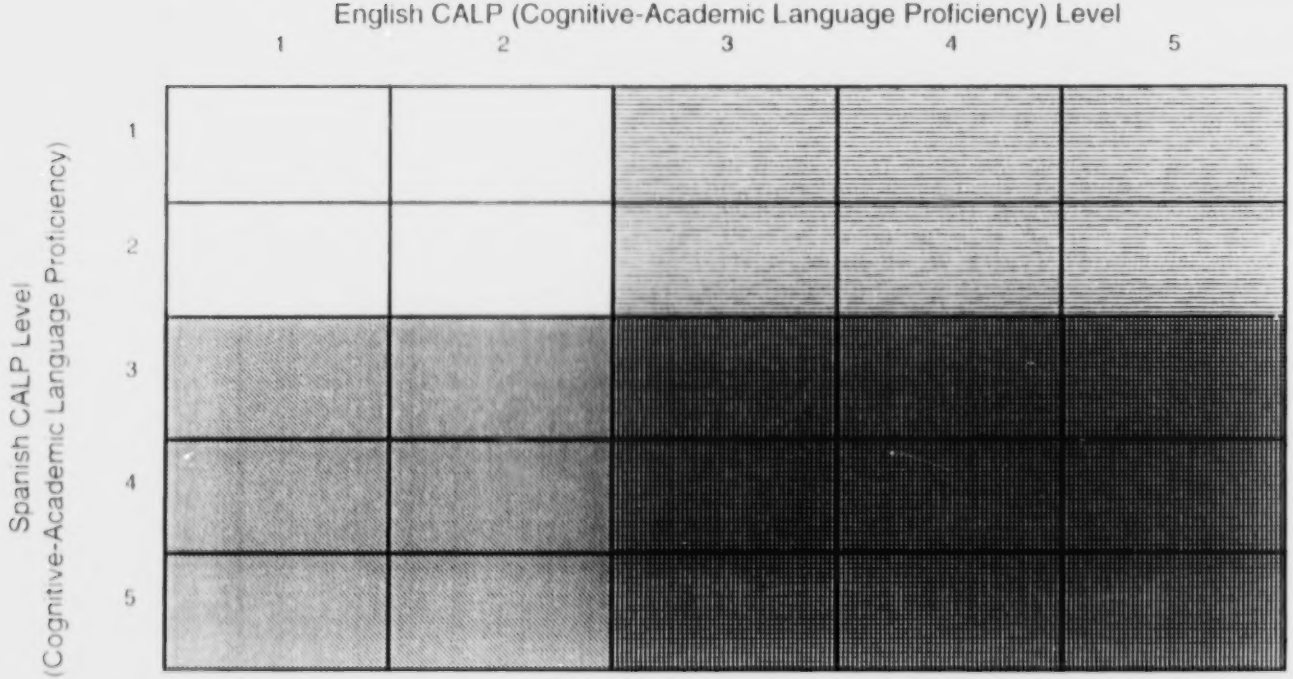
Total Score	LAS Level	English LAS Category	Spanish LAS Category
85-100	5	Fluent Speaker of English	Fluent Speaker of Spanish
75-84	4	Fluent Speaker of English	Fluent Speaker of Spanish
65-74	3	Limited Speaker of English	Limited Speaker of Spanish
55-64	2	Limited Speaker of English	Limited Speaker of Spanish
0-54	1	Non-Speaker of English	Non-Speaker of Spanish

Table 8 shows correlations between the students' English and Spanish CALP (Cognitive-Academic Language Proficiency)[6] and their readiness for academic achievement assessment.

Students who score **less than a level 4 or 5** on the PRE-LAS or LAS, in either English or Spanish, will be retested annually until they attain a level 4 or 5 in the L1 and L2. Once students reach a level of 4 or 5 on the LAS in the L1 and L2, they are not retested until the fifth year of the DLP, or until they reach grade 6 and are about to exit the elementary instruction program. In Spring 2000 (fifth year of DLP funding), all third grade students (Cohort 1) scoring a level 5 in the LAS in L1 and L2 will be assessed to determine language maintenance in the L1 and L2 with an appropriate oral language proficiency instrument.

[6]The term CALP refers to one of the two types of language ability developed by J. Cummins (Crawford 1989:107). CALP is often contrasted with BICS (Basic Interpersonal Communication Skills). Cummins hypothesized that if children are "to suceed in the 'context-reduced, cognitively demanding' activites of reading, writing, mathematics, science, and other school subjects," they need CALP.

TABLE 8
DUAL LANGUAGE PROGRAM EFFECTIVENESS



Based on table developed by E. Mangino, 1996

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Presently, the LAS English version is used by the District, at the end of grade three, to transition LEP students out of Bilingual/ESL programs to mainstream English instruction. The DLP will use some of the District's LAS English sets and buy additional LAS English sets, and sufficient copies of the LAS Spanish version sets. The DLP staff will administer tests and score the LAS Spanish and English answer sheets.

Neither the English nor the Spanish versions of the PRE-LA S are used by the District, thus the DLP staff will buy sufficient PRE-LAS sets and administer and score the tests.

Table 9 shows the number of students and the PRE-LAS levels obtained by the students at Metz and Sánchez schools. Two hundred and twelve (212) pre-K and K students (Metz and Sánchez combined) had valid scores in both the English and Spanish PRE-LAS. Fifty-six percent (56%) of the pre-K and K students were at levels 4 and 5, i.e., fluent (proficient) speakers of English while 16% of the same students tested with the Spanish PRE-LAS were at level 4 and 5, i.e., fluent (proficient) speakers of Spanish. Seventy-two percent (72%) of the students were at Spanish PRE-LAS level 1, i.e., non-speakers of Spanish, and 17% were at English PRE-LAS level 1, i.e., non-speakers of English.

TABLE 9
PRE-LAS SCORES FOR METZ AND SANCHEZ SCHOOLS AND THE DLP, MAY 1996

SCHOOL	GRADE	ENGLISH VERSION					SPANISH VERSION				
		No. of Students At Each PRE-LAS Level					No. of Students At Each PRE-LAS Level				
		1	2	3	4	5	1	2	3	4	5
METZ	Pre-K (N=45)	9	11	8	13	4	33	3	4	5	0
	K (N=68)	7	1	15	34	11	51	1	5	8	3
SANCHEZ	Pre-K (N=48)	15	1	13	9	10	34	0	5	7	2
	K (N=51)	4	1	7	30	9	34	3	4	8	2
DLP	**Pre-K (N=93)**	**24**	**12**	**21**	**22**	**14**	**67**	**3**	**9**	**12**	**2**
	K (N=119)	**11**	**2**	**22**	**64**	**20**	**85**	**4**	**9**	**16**	**5**
Percent at each PRE-LAS level		**17%**	**7%**	**20%**	**40%**	**16%**	**72%**	**3%**	**9%**	**13%**	**3%**

Table 10 shows the LAS scores for DLP students at Metz and Sánchez Schools.

Review of test records showed that 380 students in grades 1 through 3, at Sánchez and Metz schools, had valid scores in both the English LAS and the Spanish LAS. Seventy percent (70%) scored at English LAS levels 4 and 5, i.e., assigned the level of fluent speakers of English and 10% are at Spanish LAS level 4 and 5, i.e., fluent speakers of Spanish.. At the lower LAS levels, 6% scored at English LAS level 1, i.e., non-speakers of English; 77% scored at Spanish LAS level 1, i.e., non-speakers of Spanish. This clumping of students at the upper end of the English LAS spectrum, and at the lower end of the Spanish LAS spectrum is not unusual because under traditional bilingual instruction, LEP students are transitioned into mainstream English instruction. As a result, children whose primary language (L1) is Spanish typically experience a decline in Spanish language skills.

TABLE 10
LAS SCORES FOR METZ AND SANCHEZ SCHOOLS
AND THE DLP, MAY 1996

SCHOOL	GRADE	ENGLISH VERSION					SPANISH VERSION				
		No. of Students At Each LAS Level					No. of Students At Each LAS Level				
		1	2	3	4	5	1	2	3	4	5
METZ	1st (N=64)	8	11	15	16	14	52	5	6	0	1
	2nd (N=63)	4	3	7	15	34	54	0	5	3	1
	3rd (N=65)	0	1	4	18	42	47	55	6	2	6
SANCHEZ	1st (N=63)	8	8	16	16	15	52	2	7	1	1
	2nd (N=64)	1	2	18	19	24	48	4	3	4	5
	3rd (N=61)	1	3	6	20	31	38	4	4	5	10
DLP	**1st**	**16**	**19**	**31**	**32**	**29**	**104**	**7**	**13**	**1**	**2**
	2nd	**5**	**5**	**25**	**34**	**58**	**102**	**4**	**8**	**7**	**6**
	3rd	**1**	**4**	**10**	**38**	**73**	**85**	**9**	**9**	**7**	**16**
Percent at each LAS level		**6%**	**7%**	**17%**	**27%**	**43%**	**77%**	**5%**	**8%**	**4%**	**6%**

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ACADEMIC PROGRESS/ACHIEVEMENT -ENGLISH AND SPANISH

The Iowa Tests of Basic Skills (ITBS)

The Iowa Tests of Basic Skills (ITBS) is a norm-referenced test (NRT). NRTs are designed to measure student achievement in broadly defined skill areas that cover a wide range of achievements. Scores from NRTs (e.g., percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade.

AISD students in grade 3 took the ITBS subtests in reading, language and mathematics; students in grade 5 and 8 took the ITBS subtests in reading, language, mathematics, social studies, and science (Rodgers & Wiser, 1994:19).[7]

The ITBS will be administered in the fall of each year to all DLP students in grades 1-3 who have reached a level 3, 4, or 5 in the English LAS to assess academic achievement in English.

Students will take the following subtests:

R = reading comprehension;
L = language (spelling, capitalization, punctuation, usage, and expression);
M = math (math concepts, problem solving, computation);
LS = listening, administration of this subtest is currently under discussion.

The ITBS testing at grades 3, 5 and 8 is mandated by the District. Thus, the DLP testing of grades 1 and 2 will occur concurrently with the District testing. The DLP will buy and administer the tests for grades 1 and 2, but the tests will be scored by the District Testing Office. ITBS baseline data for the DLP was collected in October 1995 for grades 3 (and 5, for comparison only), and will be collected in October 1996 for grades 1-4.

At the present time, there is no Spanish match for the English ITBS. However, Riverside Publishing, the publisher of the ITBS, anticipates producing a Spanish version by the year 2000.

Table 11 illustrates the DLP student achievment for grades 3 and 5 on the ITBS in October 1995. The acronym GE refers Grade Equivalent, the grade and month of school in which a score would be made by an average student. A year is divided into tenths, nine-tenths for the nine months of instruction and one-tenth for the three months of the summer. For example, 2.3 is the score made by an average student in the third month of grade two For students following the year-round calendar, the calculation of GE is adjusted for the YRE calendar. However, for ITBS year-round calendar students tested in October, the GE would not change, since the regular calendar and the year-round calendar dovetail until December of each year.

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[7]While the ITBS is a District requirement, there are provisions to exempt LOTE students.

The results of DLP students who took the ITBS at grade three indicate that their mean GE in reading is 2.5; their mean GE in language is 2.7; their mean GE in mathematics is 2.8; their composite GE is 2.6. The composite GE at grade three is 2.6, which is below grade level. However, bear in mind that the students took the ITBS in October 1995, early in the instructional cycle, which may help account for the lower GE.

TABLE 11
DLP STUDENT ACHIEVEMENT ON ITBS, OCTOBER 1995

	GRADE LEVEL	READING		LANGUAGE*		MATHEMATICS		COMPOSITE	
		Number Tested	Mean GE*	Number Tested	Mean GE	Number Tested	Mean GE	Number Tested	Mean GE
METZ	3	41	2.1	41	2.0	41	2.5	41	2.2
SANCHEZ	3	48	2.9	48	3.3	48	3.0	48	3.1
DLP	**3**	**89**	**2.5**	**89**	**2.7**	**89**	**2.8**	**89**	**2.6**
METZ	5	44	3.6	46	3.8	45	4.1	43	3.8
SANCHEZ	5	50	4.1	49	4.8	50	5.1	49	4.6
DLP	5	94	3.9	95	4.3	95	4.6	92	4.2

*GE= Grade Equivalent

La Prueba de Realización, Segunda Edición (La Prueba)

La Prueba is "designed as an assessment of the achievement levels of students whose primary language is Spanish and who may be more appropriately tested with an instrument written in Spanish rather than English" (Riverside, 1991: 4). La Prueba measures basic skills in reading, writing, mathematics, sciences, and social sciences.

DLP staff will administer La Prueba to measure reading/language and mathematics for grades 1 and 2 and will administer La Prueba to measure reading, writing, and mathematics for grades 3-6.

[8]Note that for grade 3, Language is not a Total because the Listening subtest was optional and not given at Metz or Sánchez. However, Reading and Mathematics are totals. Core totals were not done for Grade 3, thus the composites given in the table are based on Reading totals, Mathematics totals, and Language.

La Prueba is currently administered by the District as an alternative assessment for students at grades 3-6 who do not take either the English TAAS or the Spanish TAAS. [9] Since La Prueba is not mandated by the District or the state, the DLP will buy the test and administer it to grades 1-3. Scoring will be conducted by the District Testing Office. Baseline collection of data for the DLP will occur in October 1996, within two weeks of the ITBS assessments.

La Prueba will be administered in October of each year to all DLP students in grades 1-3 who score a level 3-5 in the Spanish LAS to assess academic achievement in Spanish. The students will take the following subtests:

R = reading (reading comprehension, vocabulary, word/study skills);
W = writing (grammar, spelling, capitalization, punctuation);
(given as a separate subtest in grades 3 and up only);
M = mathematics (problem solving, computation);
LS = listening, there is no listening subtest for La Prueba.

Please note that the Spanish language La Prueba is not parallel to the English language ITBS, thus comparisons cannot be made between the test results for the DLP students. However, each test will give reliable measures of individual growth and achievement.

Students at Metz or Sánchez Schools were not given La Prueba in May 1996 as an alternative assessment. The original decision for DLP staff to administer La Prueba in May 1996 for baseline data purposes was amended at the request of the principals at both schools. Thus, baseline data on Spanish academic achievement will be collected in October 1996.

Texas Assessment of Academic Skills (TAAS)

The Texas Assessment of Academic Skills (TAAS) tests are criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and to reference the students's score to a mastery criterion for that set of skills. In the case of the TAAS, the skills measured are the Essential Elements adopted by the State Board of Education (Rodgers & Wiser 1994:1). With the 1990-91 school year the focus changed from an assessment of minimum skills to an assessment of academic skills. The TAAS tests "represent a more comprehensive assessment of instructional targets delineated in the essential elements, the state-mandated curriculum, and assess higher-order thinking skills and problem solving ability" (TEA 1996:1).

[9] Note that some schools, such as Blackshear, choose to give La Prueba in addition to the English TAAS and the Spanish TAAS. The District administers La Prueba in April of each year (versus October of each year for the DLP).

The TAAS program includes assessments in reading and mathematics at grades 3-12. In addition to reading and mathematics at grades 3-8, writing assessments are given at grades 4, 8 and 10, and science and social sciences at grade 8 (TEA, 1996:1). TAAS tests are administered in the spring of each school year. For DLP evaluation purposes, the TAAS test will be examined only for grade 3 for the school year 1995-96.

The TAAS is state mandated for grades 3-8 at the elementary level. Students take either the English TAAS or the Spanish TAAS because currently, the State Board of Education (SBOA) and the Texas Education Agency (TEA) permit students to take only one TAAS for state accountability.

The Spanish version of TAAS (reading and mathematics) for grades 3 and 4 was field-tested in the spring of 1995 and will be benchmarked in 1996. The Spanish TAAS (writing) for grade 4 will be field tested in spring 1996. The Spanish version of TAAS (reading and mathematics) for grades 5 and 6 will be field-tested in 1996 and benchmarked in 1997. Thus, by spring of 1998, all Spanish-version tests will be fully implemented (TEA, 1995:5; Montoya, 1995:1). Note that the testing dates for the Spanish TAAS concide with the dates for the English TAAS.

Table 12 gives the percentage of students at Metz, Sánchez, and the DLP meeting minimum expectations in the English TAAS in March 1996. Minimum expectations ("passing") represents the minimum acceptable passing standard for TAAS and is "equivalent to approximately 70% of items correct on each subject area" (TEA, 1996: 5, 11). A total of 99 DLP students took the English TAAS in third grade, 53 from Metz and 46 from Sánchez elementary. Forty-one (41%) percent of the DLP students who took the English TAAS met minimum expectations on all tests taken; 54% met minimum expectations on the reading portion and 55% met minimum expectations on the mathematics portion of the English TAAS.

TABLE 12
PERCENTAGE OF STUDENTS AT METZ, SANCHEZ, AND THE DLP PASSING THE ENGLISH TAAS, MARCH 1996

SCHOOL	ENGLISH TAAS - GRADE 3*		
	Met Minimum Expectations on All Tests Taken	**Met Minimum Expectations on Reading****	**Met Minimum Expectations on Mathematics**
METZ (N=53)	23% (N=12)	40% (N=21)	40% (N=21)
SANCHEZ (N=46)	63% (N=29)	71% (N=32)	72% (N=33)
DLP (N=99)	**41% (N=41)**	**54% (N=53)**	**55% (N=44)**
DISTRICT (N=4628)	62% (N=2857)	75% (N=3424)	68% (N=3087)

*Scores refer to test performance of all students not in special education.

**Minimum expectations in the English TAAS is 70% of items correct in each subject area.

Table 13 illustrates the percentage of third graders at both schools and the DLP students passing (meeting minimum expectations) in the Spanish TAAS administered in March 1996. A total of 16 DLP students took the Spanish TAAS in third grade, 11 from Metz and 5 from Sánchez . Table 13 also indicates that the percentage of DLP students passing the **reading section** of the Spanish TAAS is a little below the District average. However, the percentage of DLP students passing the **mathematics section** of the Spanish TAAS is above the District-average.

Because 1995-96 was the benchmark year for testing in mathematics and reading at grades 3 and 4, TEA has not set the minimum expectations passing standard for the Spanish TAAS. Thus four possible minimum expectations standards are given; at 60%, at 65%, at 70%, and at 75% items correct (TEA, 1996:260). The 1996 statewide Spanish TAAS test results will be used to assist the State Board of Education in setting a passing standard (TEA, 1995:5).

TABLE 13
PERCENTAGE OF STUDENTS AT METZ, SANCHEZ, AND THE DLP PASSING THE SPANISH TAAS, MARCH 1996

SCHOOL	Met Minimum Expectations at Possible Standards:	SPANISH TAAS - GRADE 3*		
		Met Minimum Expectations on All Tests Taken	Met Minimum Expectations on Reading	Met Minimum Expectations on Mathematics
METZ (N=11)	60% Items Correct	N/A	27% (N=3)	82% (N=9)
	65% Items Correct	N/A	27% (N=3)	82% (N=9)
	70% Items Correct	N/A	27% (N=3)	64% (N=7)
	75% Items Correct	N/A	27% (N=3)	36% (N=4)
SANCHEZ (N=5)	60% Items Correct	N/A	80% (N=4)	20% (N=1)
	65% Items Correct	N/A	80% (N=4)	20% (N=1)
	70% Items Correct	N/A	40% (N=2)	20% (N=1)
	75% Items Correct	N/A	20% (N=1)	20% (N=1)
DLP (N=16)	**60% Items Correct**	**N/A**	**44% (N=7)**	**63% (N=10)**
	65% Items Correct	**N/A**	**44% (N=7)**	**63% (N=10)**
	70% Items Correct	**N/A**	**31% (N=5)**	**50% (N= 8)**
	75% Items Correct	**N/A**	**25% (N=4)**	**31% (N= 5)**
DISTRICT (N=445)	60% Items Correct	N/A	51% (N=227)	41% (N=181)
	65% Items Correct	N/A	41% (N=183)	34% (N=150)
	70% Items Correct	N/A	32% (N=144)	26% (N=113)
	75% Items Correct	N/A	29% (N=129)	21% (N= 91)

*Scores refer to test performance of all students not in special education.

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Peabody Picture Vocabulary Test- Revised (PPVT-R) &
Test de Vocabulario en Imágines Peabody (TVIP)

The Peabody Picture Vocabulary Test- Revised (PPVT-R) is "an individually administered, norm-referenced, wide-range, power test of hearing vocabulary arranged in two parallel forms" which are designated L and M. The test is designed for persons 2 1/2 through 40 years of age who can see and hear reasonably well and who can understand Standard American English to some degree. Raw scores are converted to age-referenced norms. The PPVT-R, although it is primarily used to measure receptive (hearing) vocabulary, can also be used as an achievement test because it shows the extent of English vocabulary acquisition (Dunn, 1981: 2).

The Test de Vocabulario en Imágenes Peabody (TVIP) is the Spanish version (Hispanic-American adaption) of the PPVT-R. The TVIP can also be used as an achievement test to measure the extent of Spanish vocabulary acquisition (Dunn 1986: 3).

When used as a pre- and posttest, the PPVT-R and/or TVIP can be used to measure growth in vocabulary as a result of language instruction in English (as measured by the PPVT-R) or Spanish (as measured by the TVIP) (Dunn, 1986: 5). Thus, PPVT-R/TVIP random testing conducted by the District will provide some achievement data for the pre-K students. The testing will provide pre- and posttest scores for a sample of pre-K students and will enable year-to-year comparisons on gains for the sampled students.

For the Title VII DLP purposes, the PPVT-R/TVIP results were included for Title I students sampled at Metz and Sánchez who were classified as LEP A or LEP B students and were receiving bilingual instruction in a pre-K program. The pretest was given in September 1995 for both regular calendar and year-round schools. The posttest was given in April 1996 for the regular calendar schools and in May 1996 at the year-round schools.

Table 14 below gives the averages (in standard test scores) for students who took both the PPVT-R and the TVIP and who had pre- and posttest results. Standard test scores are based on national age norms, with a mean of 100 and a standard deviation of 15.

Forty-two prekindergarten students at Metz and forty prekindergarten students at Sánchez were randomly sampled and administered the PPVT-R and/or the TVIP by District Title I evaluation personnel. At Metz, 15 (of the 42) pre-K students had pre- and posttest results for both the PPVT-R and the TVIP. At Sánchez, 13 (of the 40) pre-K students had pre- and posttest results for both the Spanish and English versions.

Metz pre-K students gained 19.8 standard score points on the PPVT-R standard score, while gains for the Metz pre-K students on the TVIP were 1.8 standard score points. For Sánchez School, the pre-K students gained 6.6 standard score points on the PPVT-R and gained 1.5 standard score points on the TVIP. Note, however, that TVIP scores were higher upon pretest, and, thus, gains were

smaller. Baseline data indicate that DLP students are above District average in the PPVT-R pre- and posttest scores and PPVT-R gains made compared to District-wide students enrolled in bilingual instructional programs. DLP students, however, did not do as well in the TVIP pre- and post test scores or in TVIP gains made

TABLE 14
PPVT-R AND TVIP AVERAGES
FOR SAMPLED PREKINDERGARTEN STUDENTS, 1995-96

	ENGLISH VERSION			SPANISH VERSION		
	PPVT-R PRETEST AVERAGE (Std. Score)	PPVT-R POSTTEST AVERAGE (Std. Score)	PPVT-R GAIN	TVIP PRETEST AVERAGE (Std. Score)	TVIP POSTTEST AVERAGE (Std. Score)	TVIP GAIN
METZ (N = 15)	41.4	61.2	+ 19.8	79.6	81.4	+ 1.8
SANCHEZ (N = 13)	43.1	49.7	+ 6.6	80.3	81.8	+ 1.5
DLP (N = 28)	42.3	55.5	+ 13.2	80.0	81.6	+ 1.6
DISTRICT (N = 564)	36.8	47.9	+ 11.1	83.7	90.0	+ 6.3

LITERACY SKILLS (READING AND WRITING) IN ENGLISH AND SPANISH

The DLP grant calls for the program students to develop grade-level appropriate literacy in both English and Spanish (Goal 2). A determination was made that assessment of reading literacy can be accomplished by evaluating the ITBS reading/language subtest and the TAAS reading portion for grades 3, 4, 5, and 6.

Several options were discussed to evaluate writing literacy including portfolio assessment at each grade level, year-beginning and year-end writing samples kept by the homeroom teacher, and using the LAS Writing subtest. After much discussion, a decision was made to limit evaluation of writing skills to the TAAS Written Composition at grade 4 and to look at snapshots for the next four year of funding.

The TAAS writing composition evaluates the following objectives: informative writing; sentence construction; English usage; and use of spelling, capitalization, and punctuation. Students are rated from 0 to 4. Students who score a 0 or 1 are assigned an analytic scoring assessment of their written

compositions to identify the types of deficiencies. A student has to have obtained a rating of either a 3 or 4 in order to have mastered all written objectives (TEA, 1996: 6).

Comparisons of the number of students who met minimum expectations (ratings 2-4) this academic year, 1995-96, with those meeting minimum expectations next year, 1996-97, will indicate if the DLP is meeting its goals of developing writing skills (DLP Goal 2) and promoting increased academic achievement, especially through increased percentage of DLP students passing the TAAS (DLP Goal 4).

Table 15 shows the percentage passing the English TAAS Written Composition at grade 4. For academic year 1995-96, of the Dual Language Project students who took the English TAAS Writing Composition, 92% met minimum expectations.

TABLE 15
PERCENTAGE FOURTH GRADE DLP STUDENTS PASSING THE ENGLISH TAAS WRITING TEST AT EACH SCHOOL, 1995-96

SCHOOL	GRADE 4 ENGLISH TAAS WRITING COMPOSITION					
	NUMBER TESTED	RATING				
		0	1	2	3	4
METZ	30	0%	7%	70%	20%	3%
SANCHEZ	31	0%	10%	68%	23%	0%
DLP	**61**	**0%**	**8%**	**69%**	**21%**	**2%**

Because March 1996 was the fieldtesting of the Spanish TAAS Written Composition at grade 4, the percentage of grade 4 students passing the Spanish TAAS Writing Composition is not available.

SERVICES

Staff Background

Linda Munn, the Project Specialist, has experience directing Title VII programs for elementary schools. She was the Acting Coordinator for the Language Acquisition Department at Tempe School District, Arizona (1990-92). Simultaneously, she was the Coordinator of the Title VII Special Alternative Program -ESL in Tempe (1990-92). She also wrote and obtained funding for a Title VII Science and Math program for middle school. Ms. Munn has taught for 23 years, of which she has been a bilingual education certified teacher for 13 years. She was on the District Teacher Advisory Committee for 1995-96. Ms. Munn's teaching and administrative experience are integral to the successful functioning of the Dual Language Project.

Alma Valdez and Maria G. (Lupe) Ramos, the two Resource Teachers, are both bilingual education certified and have served on statewide and Districtwide bilingual education committees. Both have been at their respective schools for considerable time; Ms. Ramos at Metz for 13 years, and Ms. Valdez at Sánchez and Metz for 13 years. Because of the length of time teaching at their respective campuses, the two resource teachers have extensive contacts within the community, both parents and community leaders.

Ms. Valdez has a master's degree in early childhood education and has extensive graduate work at the University of Texas at Austin. She has 12 years experience training and using FO/D, an integral curricular components of the DLP.

Ms. Ramos has a master's degree in curriculum and instruction. She is an experienced ADAPTA trainer. She has also been a trainer for FO/D and, in fact, was one of the first to use FO/D in Austin in the 1980s. She has also adapted some of the FO/D materials for first graders because it is generally used for second grade and up.

Both Ms. Valdez and Ms. Ramos are also involved in developing cultural activities at the sister schools. The resource teachers professional and academic backgrounds and their community and cultural involvement will aid in the development of the Dual Language Project.

The first resource teacher position is funded by the grant, while the second resource teacher position is funded 60% by the grant and 40% by local funds. For the 1996-97 school year, the second resource teacher position will be totally supported through local funds.

Rosa Maria Castro, the DLP secretary, has six years experience as a bilingual school secretary. She is totally bilingual and has worked extensively with hispanic parents and communities. She has received bookkeeping and computer training from the District. Her role as the bilingual secretary and her computer training will facilatiate the efficient functioning of the project.

The Parent Community Liaisons at both schools are setup as schoolwide not DLP positions. Both positions are paid for by Title I funds. The parent community liaisons are bilingual and are chosen by the principals; they coordinate parent involvement activities.

Staff Training

The special area teachers (i.e., art, music, physical education, technology, and library science) from both schools have been given the option to write a curriculum plan that includes a focus on bilingual/bicultural education. DLP funding was provided for this curricular activity. The teachers in special education and gifted education will also be involved in DLP instructional training, specifically FO/D and ADAPTA.

Technology training, specifically Internet (TENET) access and training, was offered at both Metz and Sánchez. This three hour sesssion was offered by the DLP in conjunction with the District. At Sánchez, substitute teachers were paid so that teachers could attend the Internet training. Attendance was approximately 95%. At Metz, the training was offered after school on a volunteer basis. Attendance was approximately 35%. Note that staff attendance was significantly higher at the school where substitutes were hired so teachers could attend technology training during the school day (versus as a voluntary after-school activity).

Educational Opportunities for Teachers

The DLP grant does not have funds for the teaching staff to take university courses for credit to add certification areas. However, the grant does pay stipends for teachers to participate in the specialized training required by some of the instructional materials selected by the Dual Language Project such as ADAPTA, FO/D, Ada's Creative Reading, and technology training.

Outreach to Parents

As indicated earlier in this report, the main impetus for this grant was the parents. Several parent-community meetings were held before the grant was funded, and two meetings were held after funding (see Table 17). Meetings are held alternatively at Metz and Sánchez schools, and parents from both schools are actively involved in program development. As part of its outreach to parents, the DLP provides translation and interpretation services for parent-community meetings, materials (paper, duplication paper, etc.), and film strips.

TABLE 16
DLP PARENT INVOLVEMENT ACTIVITIES, 1995-96

ACTIVITY	DATE(S)	NO. OF PARTICIPANTS	LOCATION
Family Math Night	Jan. 1996	140	Sánchez
DLP Community-wide Meeting	Feb. 22, 1996	100	Metz
HealthFest 1996 (held in conjunction with County Health Organizations)	April 1996	125	Sánchez
DLP Community-wide Meeting	May 15,1996	22	Sánchez
Computer Literacy Classes	Sept.-Oct.1995	12 (Avg.)	Metz/ Sánchez
English as a Second Language (ESL) Classes	Jan.-May 1996	5 (Avg.)	Metz
Parent to Parent/ Padre A Padre (a series of 6 meetings; funded by the Texan War on Drugs)	Aug.-Dec.1995 (English) Jan.-May 1996 (Spanish)	15 (Avg.) 15 (Avg.)	Metz

Parent Advisory Council (PAC)

The parents' desire to continue to be involved in the implementation of the grant led to the formation of the Parent Advisory Council (PAC). The Dual Language PAC is composed of twenty-eight members from both schools, mostly parents, but also some community members and teacher parents. PAC members were asked to complete a PAC questionnaire to get demographic information on its makeup. According to the Project Specialist, several PAC meetings have been held (some in conjunction with the other meetings), with the last PAC meeting held June 3, 1996. Some of the PAC responsibilites will be to help develop topics for community meetings and to assess the training needs of the parents (such as technology training).

Parent Refusals for Their Children to Participate in the DLP

According to the Project Specialist, no formal requests have been made by parents or legal guardians that their child(ren) not participate in the Dual Language Project. This topic was discussed at the orientation for parents, and again, at the orientation for teachers. Any such requests made will be decided on a case-by-case basis according to District policy.

Bilingual Attitudinal Questionnaires

Research has shown that increasing the status of the minority language and the importance of being bilingual will aid in the language development of the language minority and the language majority child (Cummins, 1986). This reinforcement and collaboration by the home and community, of learning in general, and language learning in particular, is an important component of the dual language instructional process.

Bilingual attitudinal questionnaires will give the DLP staff information about parent, community, staff, and student attitudes at the begining of the grant. A first draft of the bilingual attitudinal questionnaires was given to parents at the February 22, 1996 community-wide meeting, and preliminary results are available. Based on the preliminary results, the parent questionnaire is being revised. The community, student, and staff bilingualism surveys are currently being developed by resource teacher Lupe Ramos with the assistance of the District's evaluation staff. The parent, teacher, and fourth and fifth grade bilingual attitudinal questionnaires she developed will be administered in the fall of 1996.

The questionnaires will elicit information about the respondents' language and cultural experience, the respondents' role in the learning process, the repondents' attitudes to bilingualism/ being bilingual, and the respondents' background characteristics (age, ethnicity, socioeconomic status, education, and so on). The results of the bilingualism surveys will be included in the next report (1996-97), evaluation funds permitting.

Teacher Professional Surveys

A teacher professional survey was developed by the Linda Munn, the project specialist, with the assistance of the District evaluation team, to identify the teachers' certification areas and those teachers in the process of obtaining additional certification. Other information elicited included teacher familiarity with topics relating to project goals; instructional strategies, activities and materials used; willingness to be peer mentors; and willingness to participate in curriculum development.

The analysis of the teacher professional surveys will be included in the next report (1996-97) because not all the staff have completed and returned the surveys.

Project Management

Project management was uniform. DLP staff held positions on the Campus Advisory Council (CAC)[10] at Metz and Sánchez and assisted on school-level projects such as the Campus Improvement Plan (CIP), at both schools. DLP staff (either the project director or one of the resource teachers)

[10]Also called the Campus Leadership Team (CLT).

also assisted on the bilingual, literacy, math, parent involvement, and other cadres at Metz for the CIP.

Essential record keeping was kept on each campus. Both schools also had access (read-only) to the District mainframe recordkeeping databases. Paper documentation is kept in a central location (at Sánchez) accessible to both principals and key personnel. The District evaluation staff and DLP evaluation consultant have also been instrumental in the development of data and/or flat files for mainframe recordkeeping. In addition, the DLP staff have been provided hard copies of necessary assessment data files available on the mainframe.

Budget allocation and disbursement was planned and provided equally at both schools. There was some delay with release of funds for purchasing assessement materials that would arrive in time for the testing window assigned and for staff salaries for the last part of June 1996. The delay was due to the District's switching to a new computerized accounting system. In addition, the difference in the funding year between the DLP funding year -- October 1, 1995 to September 30, 1996 -- and the District's funding year --July 1, 1995 to June 30, 1996 -- has also caused some delays. Otherwise, budget disbursement has been relatively uneventful. Grant funds in the amount of $23,440 remain unencumbered and will be allocated to the next academic year, 1996-97.

LONG-TERM EVALUATION

The development of the final evaluation plan for the five-year funding period was a time-intensive process. The District's Program Evaluation staff, Bilingual Education Coordinators, DLP evaluation consultant, and DLP staff met many times over the course of the six months, beginning with the first meeting on January 10, 1996, less than two weeks after the Project Specialist was hired. The District evaluation staff and evaluation consultant, in conjunction with the DLP staff, attempted to develop an evaluation plan and a testing plan that would serve the long-term needs of the DLP. Copies of the evaluation plan and testing plan may be obtained from the District's Office of Program Evaluation.

The evaluation staff also met twice with a senior consultant from Riverside Publishing Company who is familiar with bilingual instruction assessment in order to obtain additional information about La Prueba and ITBS (both published by Riverside), and other instruments that could be used in the evaluation. In order to accommodate the requests of the two school principals and to streamline the amount of testing, the testing plan was revised several times.

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[11] Note that in January 1995, the Office of Research and Evaluation (ORE) was coalesced with another office and renamed the Department of Performance Audit and Evaluation (A & E). Thus, all publications from ORE, after 1994, are titled A & E. In August 1996, A & E was reorganized and split into the Office of Internal Audit and the Office of Program Evaluation (OPE). Hence, all publications after August 1, 1996 are titled OPE.

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